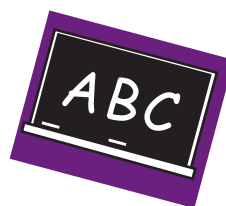


Functional Independence



Expressing Ideas

*Item Descriptor
Samples*

Grade 7

**MICHIGAN STATE BOARD OF EDUCATION
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Michigan Department of Education, Bureau of Assessment and Accountability contact information can be found in the General Information section of the *2010/2011 MI-Access Test Administrator Manual*.

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Expressing Ideas

This booklet contains sample Expressing Ideas items from previous test administrations. The information contained in this booklet may be used by schools, teachers, and parents as a resource for understanding the content and format of the assessment items. This document is not secure and may be copied and distributed as needed.

Each sample item contained in this booklet is preceded by the Extended Grade Level Content Expectation (EGLCE) code and a brief description of what the item measures. This EGLCE code and abbreviated descriptor is provided as a reference for educators, and does not appear in the student test booklet. The complete set of Michigan's Extended Grade Level Content Expectations and Extended Benchmarks is located at www.michigan.gov/mi-access.

Since the grades 3-8 assessments are administered during the fall of the school year, only content from the previous grade level is measured on the assessment. For example, items eligible for the grade 4 assessment will measure grade 3 EGLCEs.

In the Functional Independence Expressing Ideas Assessments, students in grades 4, 7, and 11 are asked to respond to two prompts by “expressing ideas” related to practical, real-world situations. The prompts have been developed to accommodate various response modes, which means that students may write, draw, or use a combination of the two modes to express themselves. Students whose disabilities prevent them from writing or drawing may dictate their responses. A checklist is provided for students to use as they review and proofread their response to the prompt. During test administration, the teacher reads the directions, the prompt, and the checklist to the student before the student begins his/her response to the prompt.

Student responses are evaluated by external, specially trained hand-scorers using a four-point rubric that measures topic focus, organization, and use of language and visual conventions. Sample student papers, the scores earned, and annotations for each response are included. The scoring rubric is shown at the end of the section.

PART 3

EXPRESSING IDEAS

DIRECTIONS: Read the prompt. Complete your response to the prompt on the student answer document. Then, use the checklist to review and proofread your response.

W.GN.06.FI.EG02: Write/draw informational piece

Prompt: Imagine that you are going to a new school. What are three things you might want to know about the new school? Tell why you want to know these things.

CHECKLIST

DIRECTIONS: Use this checklist as you review and proofread your response to the prompt.

- _____ Did I answer each part of the prompt?
- _____ Did I support my ideas with details?
- _____ Did I organize my ideas and details clearly?
- _____ Did I review my response one more time to make sure it is just the way I want it?
- _____ Did I put my response on the student answer document?

W.GN.06.FI.EG01: Write/draw personal narrative

Prompt: Tell about a place you like to visit. Be sure to include details and examples in your response.

CHECKLIST

DIRECTIONS: Use this checklist as you review and proofread your response to the prompt.

- _____ Did I answer each part of the prompt?
- _____ Did I support my ideas with details?
- _____ Did I organize my ideas and details clearly?
- _____ Did I review my response one more time to make sure it is just the way I want it?
- _____ Did I put my response on the student answer document?

W.GN.06.FI.EG01: Write/draw personal narrative

Prompt: Tell how to make your favorite meal or snack. Be sure to include details and examples in your response.

CHECKLIST

DIRECTIONS: Use this checklist as you review and proofread your response to the prompt.

- _____ Did I answer each part of the prompt?
- _____ Did I support my ideas with details?
- _____ Did I organize my ideas and details clearly?
- _____ Did I review my response one more time to make sure it is just the way I want it?
- _____ Did I put my response on the student answer document?

W.GN.06.FI.EG01: Write/draw personal narrative

Prompt: Tell about someone you admire and why. Be sure to include details and examples in your response.

CHECKLIST

DIRECTIONS: Use this checklist as you review and proofread your response to the prompt.

- _____ Did I answer each part of the prompt?
- _____ Did I support my ideas with details?
- _____ Did I organize my ideas and details clearly?
- _____ Did I review my response one more time to make sure it is just the way I want it?
- _____ Did I put my response on the student answer document?

W.GN.06.FI.EG01: Write/draw personal narrative

Prompt: Tell about your favorite season of the year and why you like it. Be sure to include details and examples in your response.

CHECKLIST

DIRECTIONS: Use this checklist as you review and proofread your response to the prompt.

- _____ Did I answer each part of the prompt?
- _____ Did I support my ideas with details?
- _____ Did I organize my ideas and details clearly?
- _____ Did I review my response one more time to make sure it is just the way I want it?
- _____ Did I put my response on the student answer document?

Anchor Paper 1

My favorite season of the year would be summer because I like tanning I like the feel of the sun soaking up in my skin. One of my favorite things about summer is that my grandma lives on two beaches one in the Bahamas and one in MI. The one in MI is so fun she has rockclimbing in the water, a water slide, and a trampalino. Barbacubes are fun to we have them alot with our friends and we have hottube parties,

**Anchor Paper 1
Score Point 4**

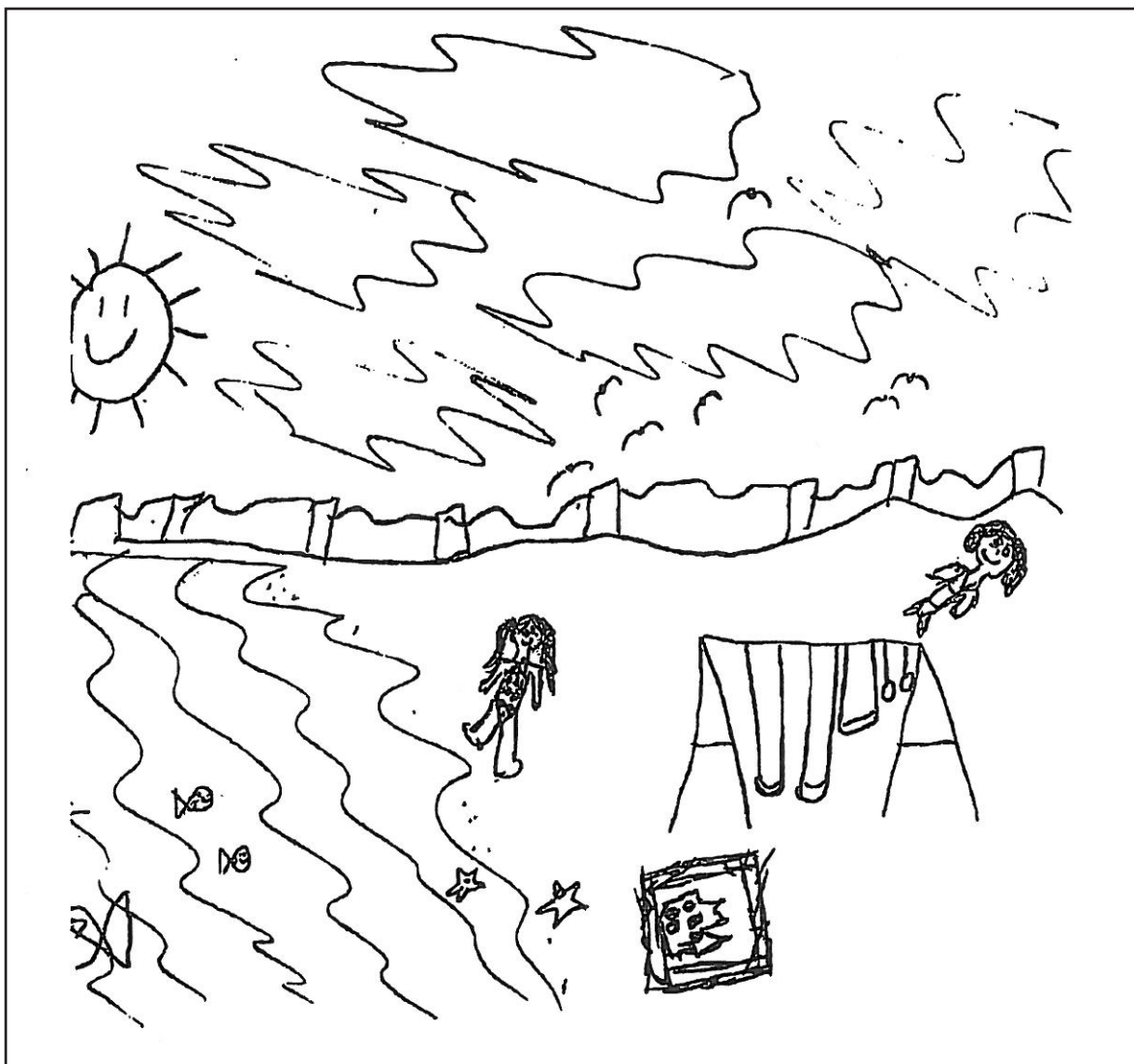
This response effectively focuses on the topic. The text includes appropriate details based upon the student's prior knowledge and experience (*one of my favorite things about summer is that my grandma lives on two beaches*). The writing demonstrates precise word choice (*tanning, rockclimbing, Barbacubes, hottube parties*) and syntax. The text provides a clear organizational structure resulting in a unified whole. Errors in language conventions do not interfere with understanding.

Anchor Paper 2

My favorite season is spring because it
not too cold and not so hot, the leaves just
start coming on the trees, the plants start
growing, it's not very rainy in spring.
The best reason I like about spring is the
nice people coming out of their homes now
and having b-b-q and other are swimming.
I can't wait until spring comes again
such a beautiful season of the year. That's
why I like spring more than any season
in the year.

Anchor Paper 2**Score Point 4**

This response effectively focuses on the topic. The text includes appropriate details based upon the student's prior knowledge and experience (*the leaves just start coming on the trees, the plants start growing, it's not very rainy in spring*). The writing demonstrates some use of mostly precise word choice and syntax. The text provides a clear organizational structure, including the use of transitions (*The best reason, I can't wait until, that's why*) resulting in a unified whole.

Anchor Paper 3**Anchor Paper 3**
Score Point 3

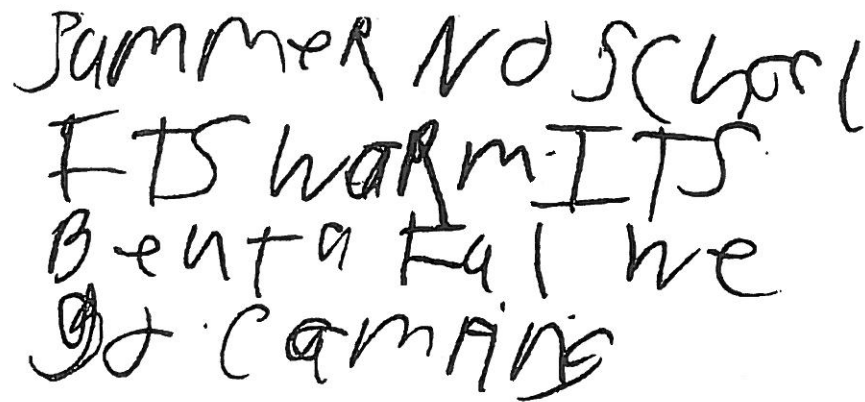
This drawing is mostly on topic (with the reader inferring that the writer's favorite season is summer). The image provides many appropriate details to support the topic (*a beach with a swingset, happy children in swimsuits, a sand castle, a partly sunny day, flying birds and moving clouds, lapping waves, swimming fish*). An attempt at a logical arrangement of figures is provided. It is not a static drawing; there is a sense of movement portrayed.

Anchor Paper 4

I like fall because it is warm an
could. Sometime I like the days could
But some days I like them worm,
fall is a fun Season Decaruse the
leafs fall down an they chaning to red,
Green, an brown thay look nice whene
thay Chaining.

Anchor Paper 4**Score Point 3**

The writing in this response is mostly on topic. (*I like fall because it is worm and could - warm and cold*). The writing also provides some descriptive details (*fall is a fun season because the leafs fall down an they chaning to red, Green, an brown...*). The errors in language conventions slightly interfere with understanding.

Anchor Paper 5

Summer NO School
ITS waRm ITS
BeutaFul we
go CAMPING

Anchor Paper 5
Score Point 2

This response is somewhat on topic (*Summer*). There is limited development with simplistic details. (*NO School ITS waRm ITS BeutaFul we go camping*). The writing lacks a clear organizational structure with its listing of ideas and showing no attempt to include transitions.

Anchor Paper 6**Anchor Paper 6**
Score Point 2

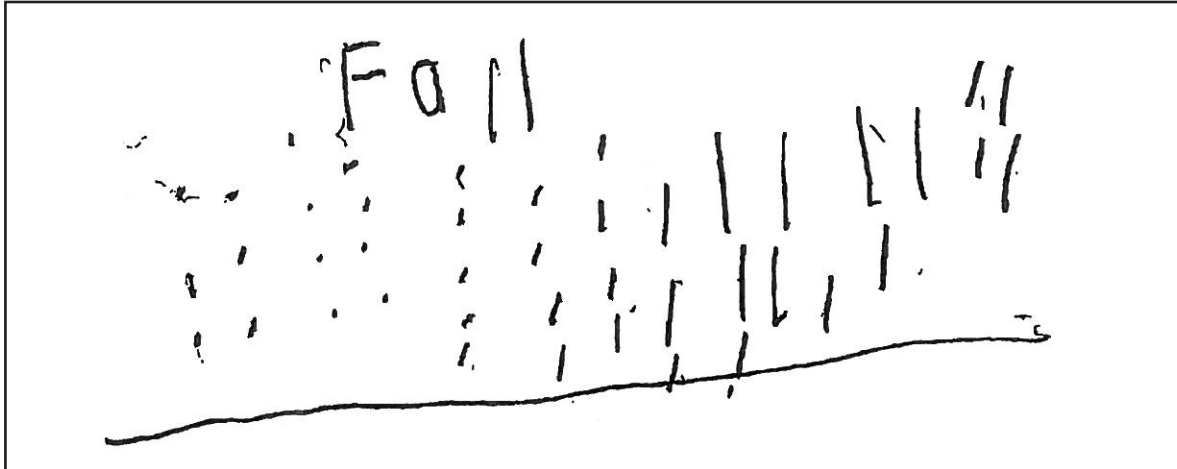
The drawing is somewhat on topic but is developed with limited details that are present in the drawing and supported through minimal written explanation (*I love summer*). The visual needs more details or examples to obtain a higher scorepoint.

Anchor Paper 7

My favorite season winter,
because winter is my favorite

Anchor Paper 7**Score Point 1**

The writing shows only a minimal attempt to respond to the prompt (*winter is my favorite season*) with no further development or direction. Vocabulary is limited.

Anchor Paper 8**Anchor Paper 8****Score Point 1**

The drawing shows a minimal attempt to respond to the prompt and is supported with little written explanation (*Fall*) with no further development or direction.

Scoring Rubric - Grades 4, 7, and 11

	Writing	Drawing
4	The writing focuses on the topic. The topic may not be explicitly stated, but can be easily inferred by the reader. The text includes appropriate details and/or examples based on the student's prior knowledge and experience. There is a clear organizational structure with transitions between ideas, resulting in a unified whole. The writing demonstrates use of mostly precise word choice and syntax. Errors in language conventions (e.g., grammar, spelling, punctuation, and capitalization) do not interfere with understanding.	The drawing focuses on the topic. Pertinent details and/or examples based on the student's prior knowledge and experience are: (1) clearly present in the drawing; (2) present in the drawing and enhanced through written explanation by the student and/or transcribed oral explanation by the assessment administrator; or (3) provided solely through written and/or transcribed oral explanation. The visual text presents a logical organization and arrangement of figures. Errors in language and visual conventions (e.g., composition, perspective, shape, and clarity) do not interfere with understanding.
3	The writing is mostly on topic. The topic may not be explicitly stated, but can be inferred with little effort by the reader. There is some development of the topic with appropriate details and/or examples. The text reflects a mostly organized structure and may include transitions between ideas. The writing demonstrates some attention to word choice and syntax. Errors in language conventions (e.g., grammar, spelling, punctuation, and capitalization) may slightly interfere with understanding.	The drawing is mostly on topic. Some details and/or examples are (1) present in the drawing; (2) mostly present in the drawing and supported through written and/or transcribed oral explanation; or (3) are provided solely through written and/or transcribed oral explanation. The visual text presents an attempt at logical organization and arrangement of figures. Errors in language and visual conventions (e.g., composition, perspective, shape, and clarity) may slightly interfere with understanding.
2	The writing is somewhat on topic. If not explicitly stated, the topic may not be easily inferred. There is limited development with simplistic details and/or examples. The focus may wander. The writing lacks a clear organizational structure, and ideas may be repetitive. Errors in language conventions (e.g., grammar, spelling, punctuation, and capitalization) may make understanding difficult.	The drawing is somewhat on topic, but is developed with limited details and/or examples that are (1) present in the drawing; (2) present in the drawing and supported through minimal written and/or transcribed oral explanation; or (3) presented solely through minimal written and/or transcribed oral explanation. The visual text lacks a clear structure and arrangement of figures. Errors in language and visual conventions (e.g., composition, perspective, shape, and clarity) may make understanding difficult.
1	The writing shows some evidence of an attempt to respond to the prompt, although there is little or no development of the topic and little direction. The vocabulary may be limited to one or two words, not a complete sentence. The text may show minimal sound/letter correspondence and use of language conventions. Errors may make understanding nearly impossible.	The drawing shows some evidence of an attempt to respond to the prompt, yet it presents little or no development of the topic and is supported with little to no written or transcribed oral explanation. The visual text lacks direction or organization. Errors in language and/or visual conventions (e.g., composition, perspective, shape, and clarity) may make understanding nearly impossible.

Not ratable if:

- A** – off topic
- B** – illegible
- C** – written in a language other than English
- D** – blank/refused to respond



Michigan Department of Education
Office of Standards & Assessment (OSA)
608 West Allegan Street
P.O. Box 30008
Lansing, MI 48909
(877) 560-8378
www.mi.gov/mi-access